

Primary Learning Trust (PLT)

...where everyone flourishes!



Special Educational Needs and Disabilities (SEND) Policy

Primary Learning Trust
Ryders Hayes School
Gilpin Crescent
Pelsall
Walsall
WS3 4HX

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Mission: to educate all our primary children for life, inspired by expert professionals, in a place *where everyone flourishes!*

Vision

- A family of schools, proud to be working together as one entity, in the right conditions for deep and purposeful **collaboration**
- To **belong** to a great place to learn, work and grow.
- To improve and sustain high educational standards across the Trust, through **evidence-informed** practice.
- To continuously improve teaching and learning, ensuring that every pupil has the best possible education.
- To hold trust on behalf of our children, achieving the best for and from our people, so that everyone can **flourish**.
- To empower our children and our people to create a better future.
- To advance the education system, as part of our civic duty, for the wider public benefit

Values

- **Belonging:** where all our people feel connected, valued, trusted and fulfilled, with a shared purpose to achieve excellence, in a place of psychological safety.
- **Flourishing:** where all our people thrive and continue to grow through the development of their intellectual potential and live well, building strong relationships as well-rounded human beings.
- **Collaboration:** by design, to ensure that all our people are supported and openly share ideas and practice; that no school - no child - is left behind, building together the pipeline that develops the next generation of leaders, global citizens, influencers and innovators.
- **Evidence-informed:** conceptual models of quality and improvement that can be shared and embedded. Deliberate and intentional knowledge-building to create expertise through cultures and communities of improvement, using the active ingredients of professional development.

Contents

1. Aims and objectives.....	4
2. Vision and values.....	4
3. Legislation and guidance.....	5
4. Inclusion and equal opportunities.....	5
5. Definitions.....	6
6. Roles and responsibilities.....	7
7. SEND information report.....	9
8. Our approach to SEND support.....	10
9. Expertise and training of staff.....	13
10. Links with external professional agencies.....	13
11. Admission and accessibility arrangements.....	13
12. Complaints about SEND provision.....	14
13. Monitoring and evaluation arrangements.....	14
14. Links with other policies and documents.....	14

This SEND policy sets out our approach to SEND across the Primary Learning Trust. To find out exactly how this policy is implemented in our academies, see the **SEND Information Report**, **SEND Graduated Response Pathway** and **Accessibility Plan** on the academy's website [New Invention Learning Academy](#) and [Ryders Hayes School](#).

1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND.
- Our trust will, across its schools:
 - o Support and make provision for pupils with special educational needs and disabilities
 - o Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - o Help pupils with SEND fulfil their aspirations and achieve their full potential.
 - o Help pupils with SEND become confident individuals living fulfilling lives.
 - o To develop a positive relationship with parents of children with SEND, ensuring they are involved in all stages of their child's education through regular communication.
- Explain the roles and responsibilities of everyone involved in providing pupils with SEND.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

At the schools in our trust, we will provide all pupils with access to a broad, balanced and inclusive curriculum adapted to their individual needs.

We are committed to making sure all our pupils have the chance to thrive and supporting them to achieve their full potential. Children will have the opportunity to learn the skills they need to embrace the challenges of a rapidly changing world.

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs)/ Inclusion Leader and the special educational needs (SEND) information report.
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010) sets out schools' responsibilities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The **Governance Handbook**, which sets out governors'/trustees' responsibilities for pupils with SEND

- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs
- This policy also complies with the **Trust Funding Agreement** and **Articles of Association**.

4. Inclusion and equal opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

Both schools in our trust will make reasonable adjustments for pupils with disabilities.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Children may have needs across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the children's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or SENDsory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences
SENDsory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A SENDsory impairment such as vision impairment, hearing impairment or multi-SENDsory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO/ Inclusion Leader

Ryders Hayes School - Mrs Sarah Willis, Inclusion Leader
New Invention Learning Academy - Mrs Emma Waterhouse SENDCO

The SENDCO/ Inclusion Leaders of each school in the trust will:

- Work with the Head Teacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Communicate regularly with parents regarding their child's needs and any provision in place to support
- Be the point of contact for external agencies, including the local authority (LA), and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are SEND to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date.
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

6.2 The SEND Link Governor

The trust's SEND Link Governors:
Mr Michael Tomkinson for Ryders Hayes School
Mrs Kim Kinsella for New Invention Learning Academy.

The SEND Link Governor will:

- Help to raise awareness of SEND issues at meetings
- Monitor the quality and effectiveness of SEND provision within the schools and update the governing board on this
- Work with the Head Teacher and SENDCO/ Inclusion Leader to determine the strategic development of the SEND policy and provision in the schools

6.3 The Head Teacher

The Head Teachers will:

- Work with the SENDCO/ Inclusion Leader and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in their school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO/ Inclusion Leader has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register

- With the SENDCO/ Inclusion Leader, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO/ Inclusion Leader, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- With the SENDCO/ Inclusion Leader and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality first teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching
- Working with the SENDCO/ Inclusion Leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Collaborate - considering parents' concerns and agree next steps/targets in their child's learning

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided by either their child's class teacher or SENDCO/ Inclusion Leader. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Given the opportunity to share their concerns and agree on the next steps/targets in their child's learning
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.6 The pupil

Pupils will be given the opportunity to express their views about their SEND needs and targets. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes

7. SEND information report

Every school in the trust publishes a **SEND information report** on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a SEND need and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is minimal
- Not making expected progress
- Widens the attainment gap

This may include progress in areas other than attainment, such as broader development or social needs.

When teachers identify an area where a pupil is making less than expected progress, they will target the pupil's area of weakness with adapted high-quality teaching. If progress does not improve, the teacher will discuss this with subject leads and/or SENDCO/ Inclusion Leader to have an initial discussion about whether this lack of progress may be due to a special educational need. Class teachers will complete an initial concern form to record their needs and help set targets.

8.2 Consulting and involving pupils and parents

Our schools will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

8.3 The graduated approach to SEND support

Once a pupil has been identified as having SEND, they will access support through a 4-part cycle known as the graduated approach.

Every school in the trust publishes a **SEND Graduated Response Pathway** on its website, which sets out the approach to identifying children with Special Educational Needs.

1. Assess

The pupil's class teacher will identify the pupil's needs with support from SENDCO/ Inclusion Leader as needed. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO/ Inclusion Leader will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information and the targets set will be recorded on our schools learning plans.

Parents will be fully aware of the planned support and interventions so they are able to provide relevant support at home.

3. Do

The pupil's class teacher has overall responsibility for their progress.

They will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO/ Inclusion Leader will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEND support

Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs are not able to be met the SENDCO/ Inclusion Leader will consider involving an external agency for additional support and advice.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Monitoring by the SENDCO/ Inclusion Leader
- Holding annual reviews for pupils with EHC plans
- Getting feedback/views from the pupil and their parents

9. Expertise and training of staff

Training will be provided to teaching and support staff as required. The Head Teacher/ Head of School and the SENDCO/ Inclusion Leader will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The trust recognises that additional support and advice may need to be sought to meet individuals needs. Whenever necessary our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services e.g. North Star Inclusion Advisory Team
- Educational psychologists
- Occupational therapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admissions

Parents of children with a statement of special educational needs or an Education Health and Care Plan (EHCP) must contact Walsall Council's SEN Team or the Local Authority that issued their statement or EHCP if they wish their child to move to a new school.

11.2 Accessibility arrangements

Every school in the trust publishes an **Accessibility Plan** on its website, which sets out how the school:

- Increases the extent to which disabled pupils can participate in the curriculum
- Improves the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improves the availability of accessible information to disabled pupils

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made either in person or by letter, telephone or email to the Head Teacher/Head of School in the first instance. They will be handled in line with the trust's complaints policy, which can be found on the [Trust website](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

The Walsall SENDIASS Service can offer advice and support to parents of children with SEND.

Contact details: 01922 612008

Website: <https://family-action.org.uk/services/walsall-SENDiass/>

Email: walsallSENDiass@family-action.org.uk

13. Monitoring and evaluation arrangements

This policy will be reviewed annually by the SENDCOs of New Invention Learning Academy and Ryders Hayes School. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Board Of Trustees.

14. Links with other policies and documents

This policy links to the following documents

- SEND information report
- The local offer
- Accessibility plan
- Behaviour Policy / Behaviours for Learning Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy